





# THEME-S

How the World Works







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First: Parent's Guide in

Multidisciplinary

#### How the World Works

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CHAPTER 2 How Business Works.

CHAPTER 3 Buying, Selling and Saving.

#### Communication

CHAPTER | Storytelling

CHAPTER 2 Communicating with Numbers.

CHAPTER 3 Communicating with Art.

#### CHAPTER ]

#### How Goods are Made Around the World

- By the end of this chapter, your child will be able to :
  - Explain the difference between needs and wants.
  - Identify that resources are needed to make products.
  - Categorize different kinds of goods.
  - · Identify the stages of manufacturing a product.
  - Explain how appliances are examples of technology that make life, work and play easier.
  - · Explain the importance of conserving water.
  - Summarize how bread is created from start to finish.

## CHAPTER 2 How Business Works

- By the end of this chapter, your child will be able to :
  - Identify businesses that sell goods and services
  - Distinguish between natural and man-made goods.
  - Compare how people and goods are transported.
  - Observe how a magnet works and how to use it in transportation.
  - Recognize cardinal directions.
  - Discuss the importance of tourists to a local community.
  - Illustrate local stores and landmarks that are important to the community.



Buying, Selling and Saving

## CHAPTER 1

#### How Goods are Mad Around the World



## DISCOVER Time



#### Things that make Me Happy

Activity

Color the frame, then stick or draw some photos of things that make you happy.



- Help your child to color the frame, then ask him/her to stick or draw some photos inside the frame using some magazines pictures.
- Integration of subjects:
   English (reading some words) Art (coloring and drawing).
- · Life skills : Self expression Observation.

## Needs Or Wants?



Color the circles of Needs in and the of Wants in ,then write their numbers



















•Number of needs =



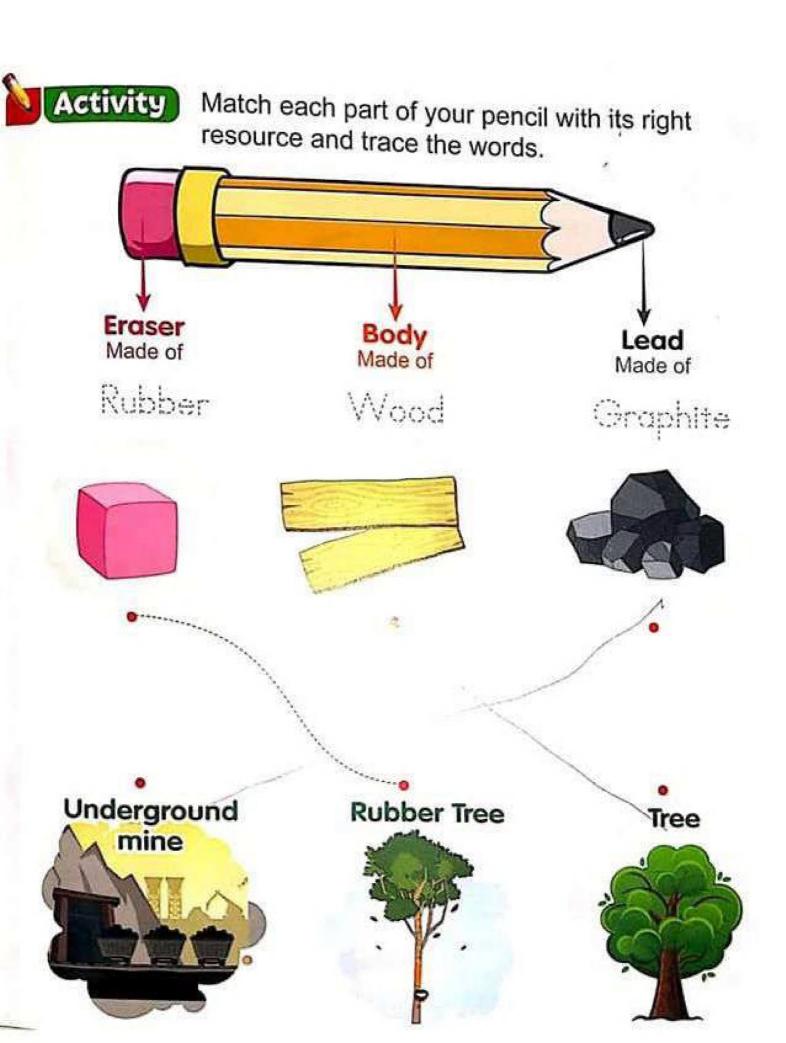
•Number of wants =



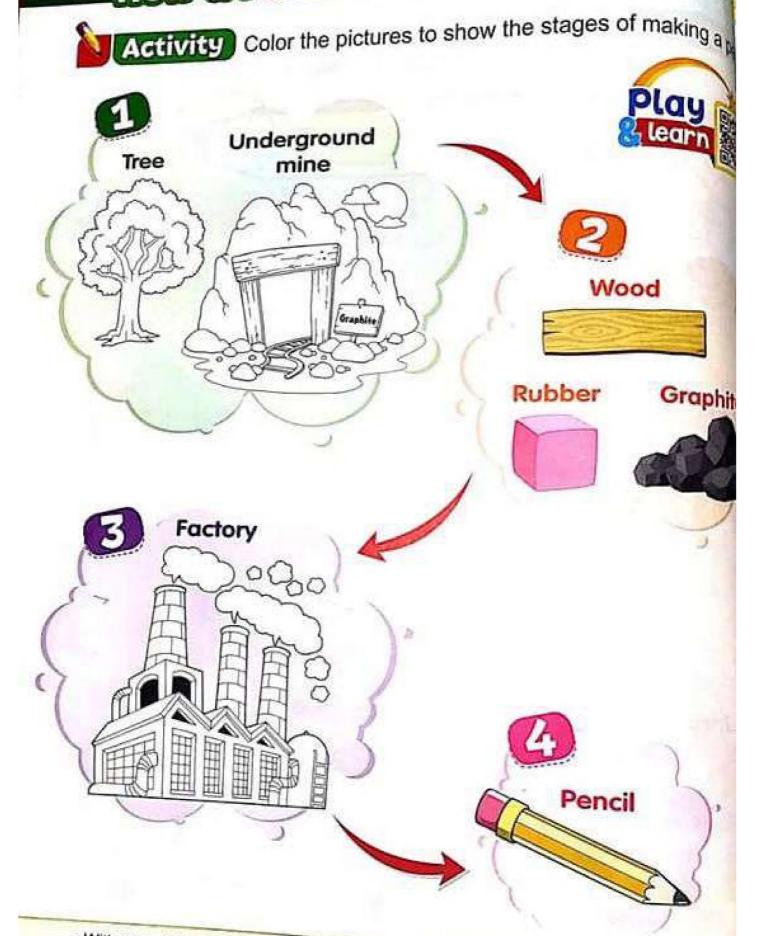
- With your child, discuss that needs are things that help us to survive, while wants are things that are nice to have, but we could like without the survive, while wants are Ask your child to count need and wants, then write their numbers.

- Ask your child to coom need and warns, then write their numbers.
   Integration of subjects: Social studies (meaning of needs and wants).

  And (soloring) Math. (soloring). Life skills : Observation - Set clear goals. - Art (coloring) - Math (counting).



## How a Pencil is Made

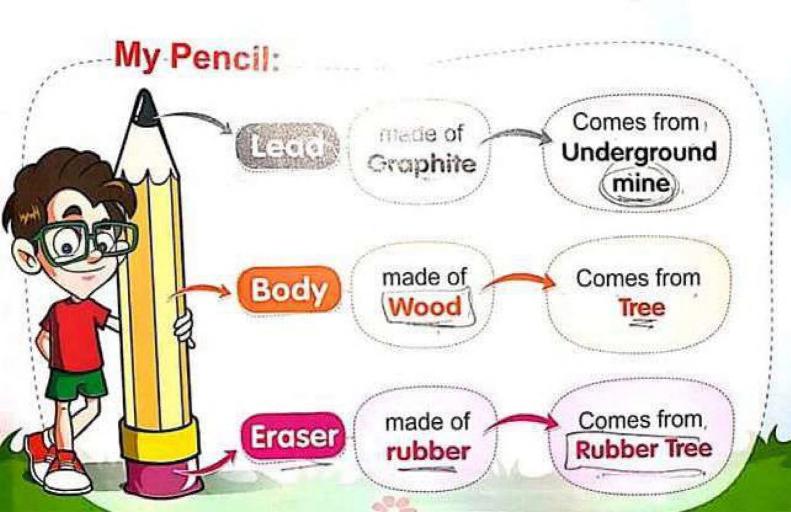


- With your child, discuss the different stages of making a pencil. Integration of subjects:
- Science (stages of making a pencil) Art (coloring) Social studies (resources) Life skills: Observation.

#### LEARN\_ Time

- Needs are things that help us survive.
- Wants are things that are nice to have, but are not needed to survive.





## DISCOVER Time

#### Types of Goods



Activity Classify the following items in the table below

#### T-shirt Toy car Fish **Fruits** Toothbrush Comb Coat Ball

FoodFish	Clothing	Toys	Hygiene
***************************************	**************************************		******************
			***************************************
The second second			

- Ask your child to read the words and classify them.
- With your child, discuss other goods and help him/her to mention their types. • Integration of subjects : - English (read and write some words) Applied paleage (hygiene)
- Life skills : Good listening Classificant

Stores and Marketplaces

Circle the goods that you can buy from play each store, then trace the words.















Grocery











Bookstore



Market

















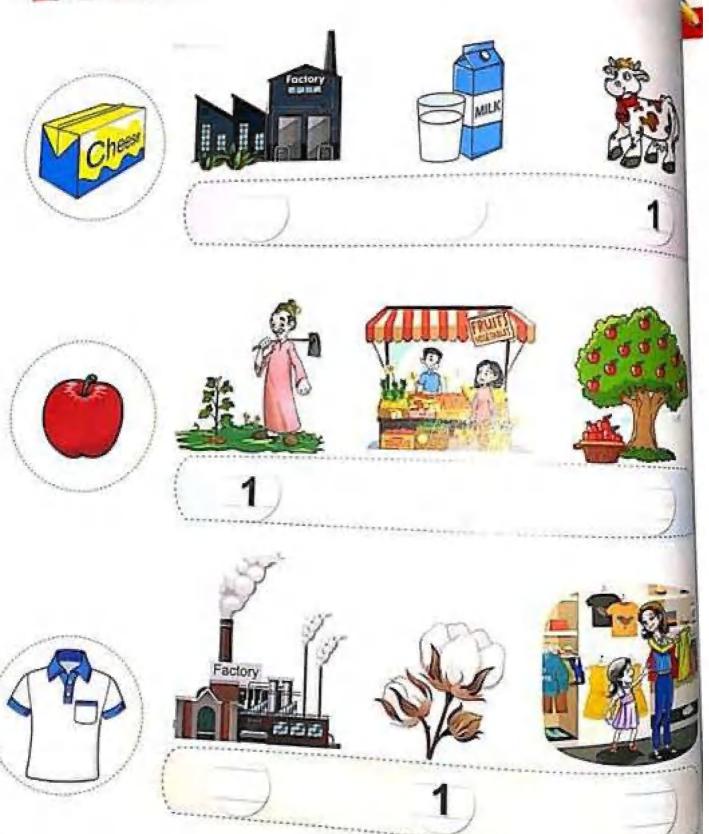


Pharmacy

## My Daily Need



Activity Order the stages of life cycle of each good



- Help your child to mention the stages of manufacturing (life cycle) of other goods that help pands daily
- Integration of subjects: Social studies (stages of good) Math (writing numbers).
- Life skills: Realize relationships Discovering Observation,



Activity Put 

at the resource that is used to make each of the following goods.



## Life Cycle of a Product



Match each stage of creating of clothing to the correct number, then trace the words of each pictus



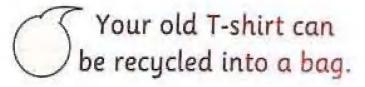
- Help your child to identify the stages of creating clothes : Harvest cotton → Manufacture → Buy → Wear.
- Discuss with your child the stages of creating other products.
- Integration of subjects: Social studies (stages of clothes life cycle) English (write and read new form)

#### Throw Away OF Recycle Clothing?



Put 
at the right behavior and hat the wrong behavior.







Burn your old clothes.



Throw your old clothes into a waste bin.



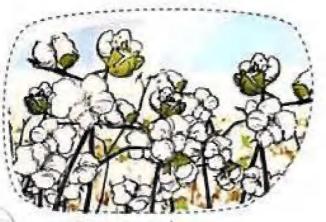
Give your small clothes to a child younger than you.

## Technology and the T-shirt



Order the following pictures to show the stages of making clothes.

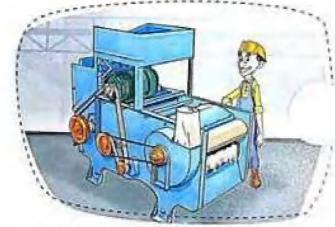




Cotton plant grows in fields.



Spin cotton into yan that is woven into fall with a loom.



Separate cotton fro seeds with a cotton



Pick cotton balls with a cotton harvesting machine.



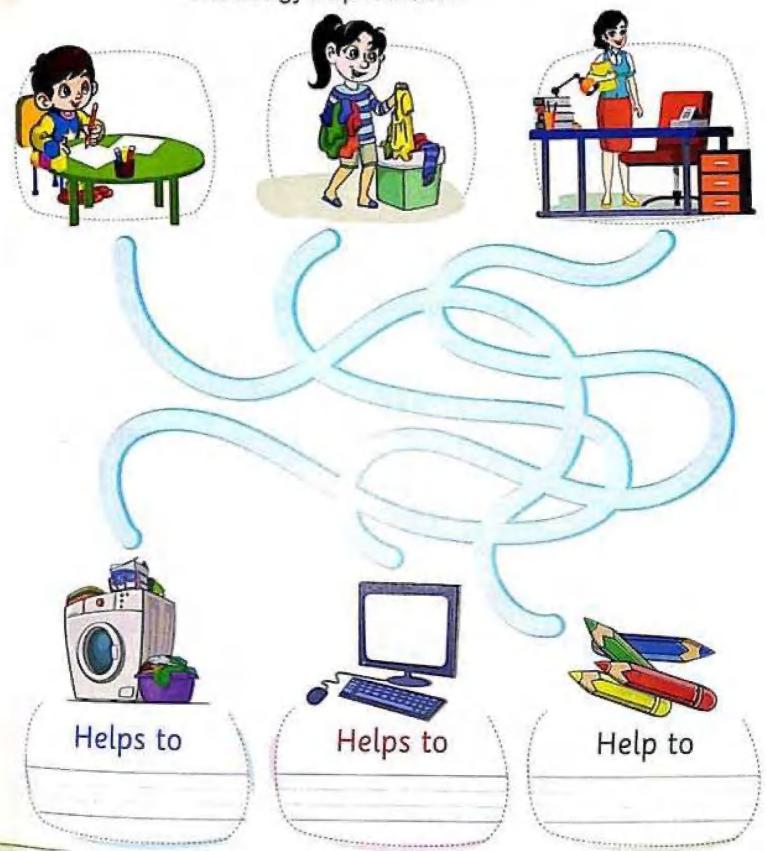
Cut and sew the fabric with a sewing machin

- Help your child to identify the technology used in manufacturing clothes. With your child, discuss other technologies used in our daily life.
- Integration of subjects: Social studies (making clothes) English (read some sentences).

#### Technology in My Day



Follow each maze from each person to the technology he/she is using and write how this technology helps him/her.





#### Activity > Imagine that you invent a "Clothes change machine".

Order the following picture to show the right steps that you should do to build up your invention.



Use your imagination.



Make a list of what your invention will d



flow your invention.



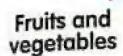
Build up your invention.



Ask your friend for help

#### LEARN Time

I can buy different goods from different stores such as :





**Grocery store** 



Medicine



Pharmacy



Resources are materials that can be used to make goods such as:

Tomake Cotton (resources)



Clothes (goods)







Bread (goods)



Technology is anything that people create to help us do a task such as :

Cotton harvesting machine







#### Appliances\_





Match each appliance with its use.













#### Stove.

Heat up food

#### Washing machine

Clean clothes

#### Vacuum cleaner

Clean floor from dust

#### rigerator

Keep food cold

#### Air conditioner

Cool the air

#### Computer

Find information

- Discuss with your child some other appliances at his/her home and their uses.
- Integration of subjects : Science (appliances) English (reading some sentences). Life skills: Observation - Reading - Realize relationships.

#### Conserve Water



Activity Put V in front of pictures that show conserving water and 🔸 in front of pictures that show waste of water.





#### I pledge to conserve water at home by

Turning the tap off while brushing my teeth.

Taking a shorter shower.



Fixing any leaky pipes.



#### Turning Wheat into Bread



Order the following pictures to show watch the stages of making bread.





The baker uses the flour to make bread.



The farmer uses his tractor to harvest the wheat.



We buy the bread from the bakery to eat it.



The farmer plants seeds and waits for his wheat to grow.



The farmer sends the wheat to a factory to make flour.

#### LEARN\_ Time

Appliances are machines built to help us to do something at home.



Computer



Washing machine



Electric iron



Stove

#### We must conserve water at our homes.



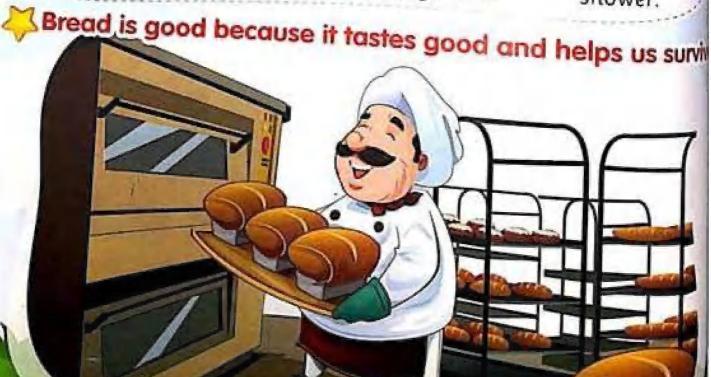
Fill the sink with water to do dishes.



Turn the tap off while brushing teeth.



Take a shorter shower.



#### TIME

#### Project Making Bread At Home.

 Color the following pictures that show how to make bread at home.





Mix 2 cups of flour and a small spoonful of salt in a utensil.



Add 1 cup of milk and a big spoonful of olive oil to the utensil.



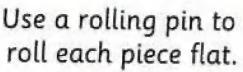
Flour the table and knead the dough for 10 - 15 minutes.



Divide the dough into 4 equal pieces

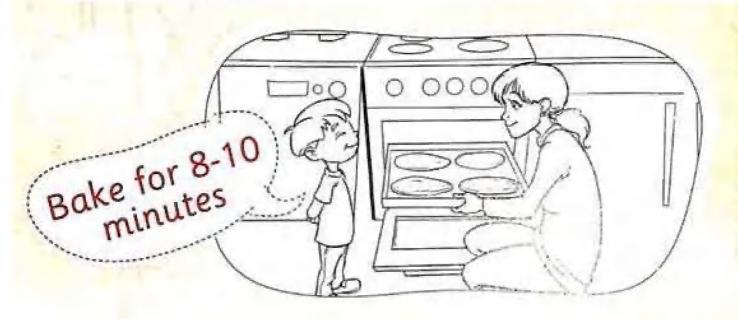
- Help your child to read the sentences and color the pictures.
- Help your child to make bread at home using the same ingredients.

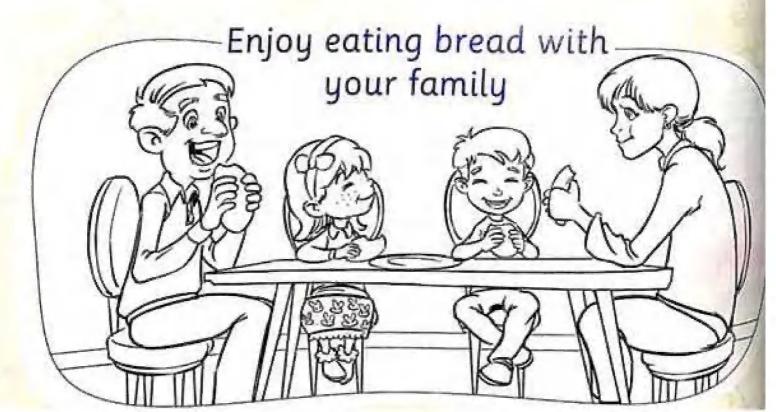






Place the 4 pieces on a baking sheet lined with parchment pap









#### Needs

Needs

#### Wants

Wants

#### Resources

Resources

#### Goods

Goods

#### Hygiene

Pivolene

#### Stores

Signas

#### Markets

Markets

#### Baker

Baker

#### Bakery

Bakery

Let your child read and trace each word and then write it twice by him/herself.





## Activity Circle one figure or more used in each busing

































## Goods and Services



Circle the business that sells goods with , and business that sells services with and business that sells both with .















Circle the pusitiesso.











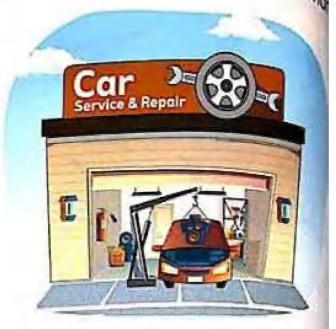


## My Community Business



Activity Circle the businesses that you see in your community

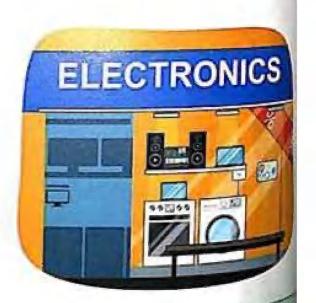












# Living Things Activity Color the circle of living things in







## Living or Non-Living Goods



Activity Circle the store which sells natural goods.















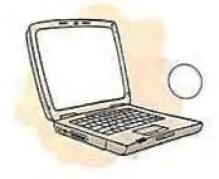


#### Man-Made

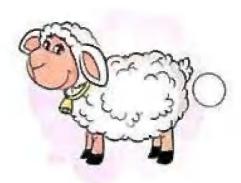


Activity Put 

at things that are man-made.



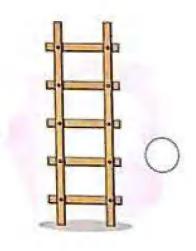
















### Types Of Transportation



Activity Put 

if the type of transportation is suitable.













#### LEARN. Time

























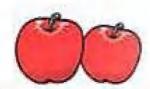




















#### Some transportation is best for carrying people.









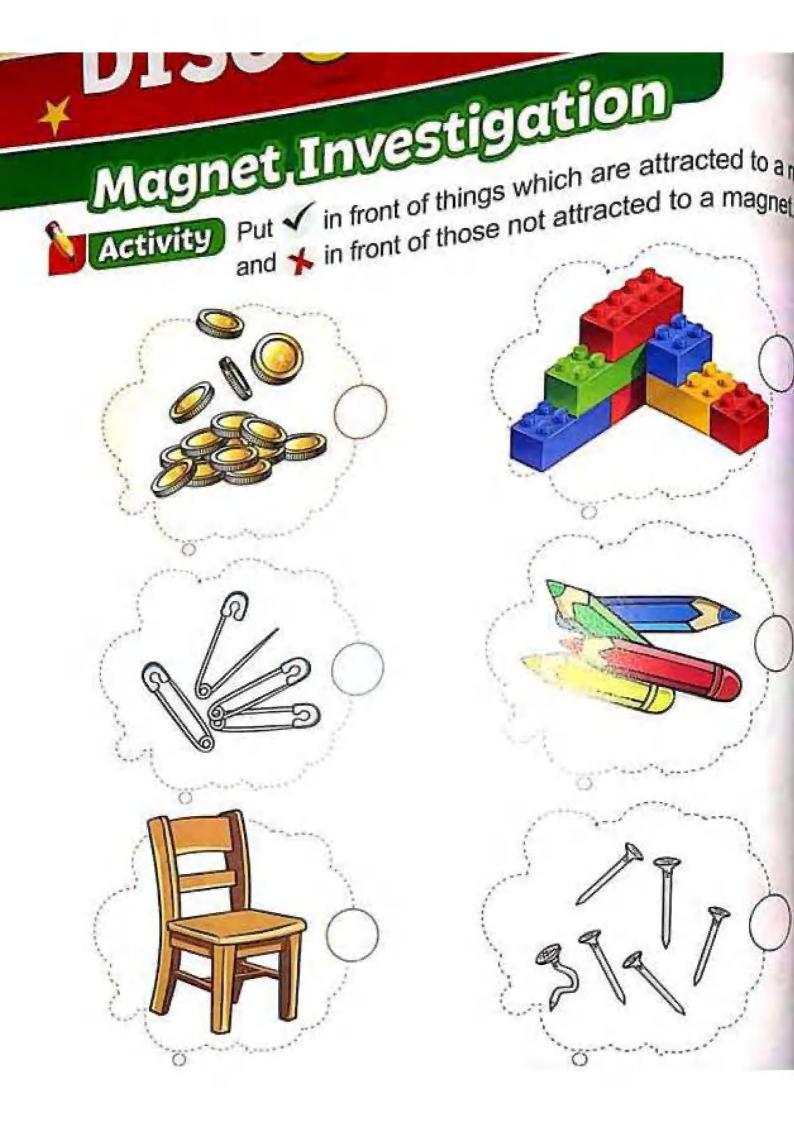
Some transportation is best for carrying goods.











### Compass

Activity

Draw a line to help each car move to the right store.



### How The Sun Moves



Activity Order the movement of the sun in the sky.



### DISCOVER Time

### A Tourist For A Day



Put \ at places which a tourist may visit and at places which a tourist may not visit.

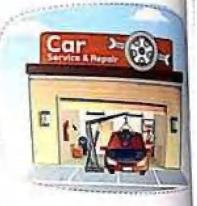














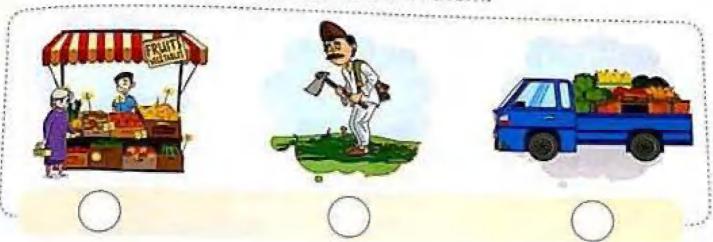


- With your child, discuss other business places that a tourist might visit.
- Integration of subjects : Social studies (identifying different places) English (reading)
- Life skills: Realize relationships exchange information.

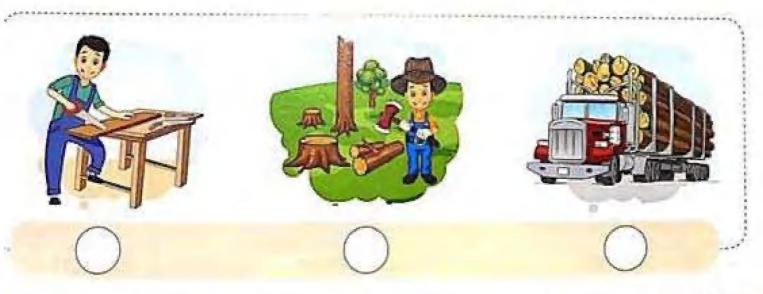
#### Collage

Activity

Order the pictures of each business to show the right stages of each of them.







- Help your child to state other examples of business places.
- Integration of subjects: Social studies (importance of businesses in community) English (listening to and reading some words).
- Life skills : Observing Identifying relationships.

# Destination Egypt



Activity Imagine you were a tourist coming to Egypt on a Circle an answer for each of the following question



Where did you begin your flight?



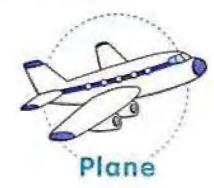


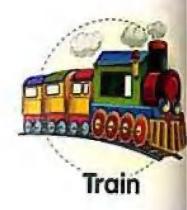




How did you come to Egypt?









What is the arrival area?







### Community Tour



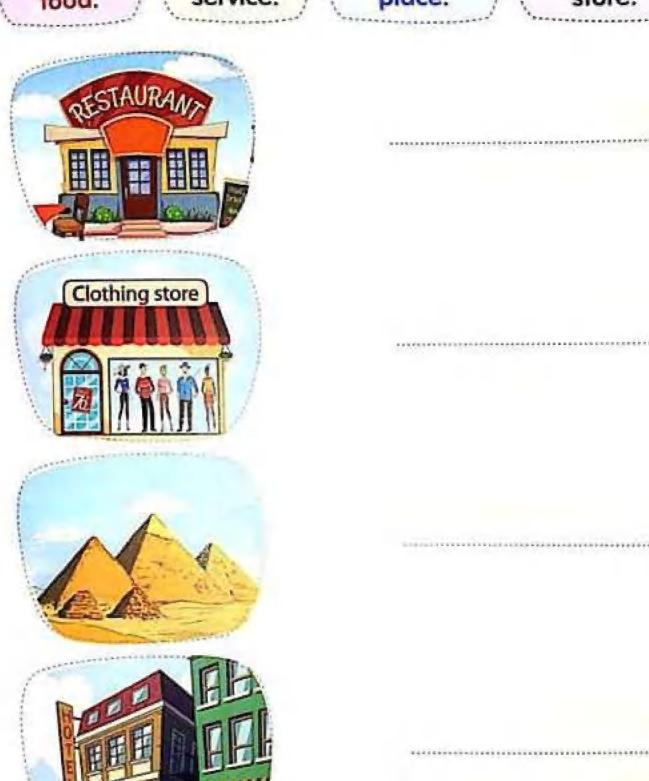
Put each of the following comments beside its suitable place in the pictures below.

Delicious food.

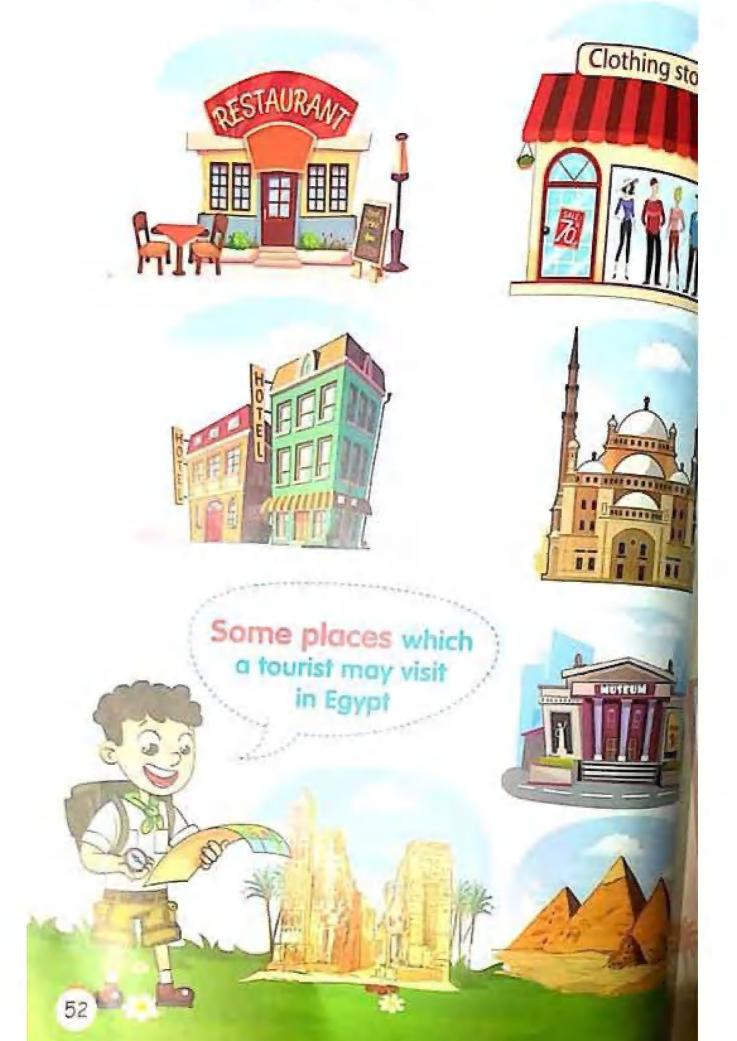
Great service.

My favorite place.

Wonderful store.



### Time



# SHARE





Write a letter to your friend about your vacation in Egypt.



(Name of your friend)

Thave just visited and with my lamily.

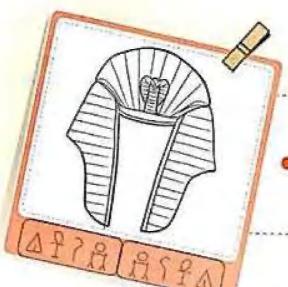


We saw many businesses such as
 souvenir shops.

Egypt

 Ask your child to write a letter to his/her friend by coloring pictures, tracing words and completing sentences. We saw many landmarks such as the temple of Pharaoh.





I bought a Pharach's hat at a souver store.

We ate delicious food such as Koshari.





Wish you were here too.

Sincerely

(Your name)

# WRITING





Service

#### Butcher

Butcher

#### Teller

lallar

#### Garage

Garage

### Cargo

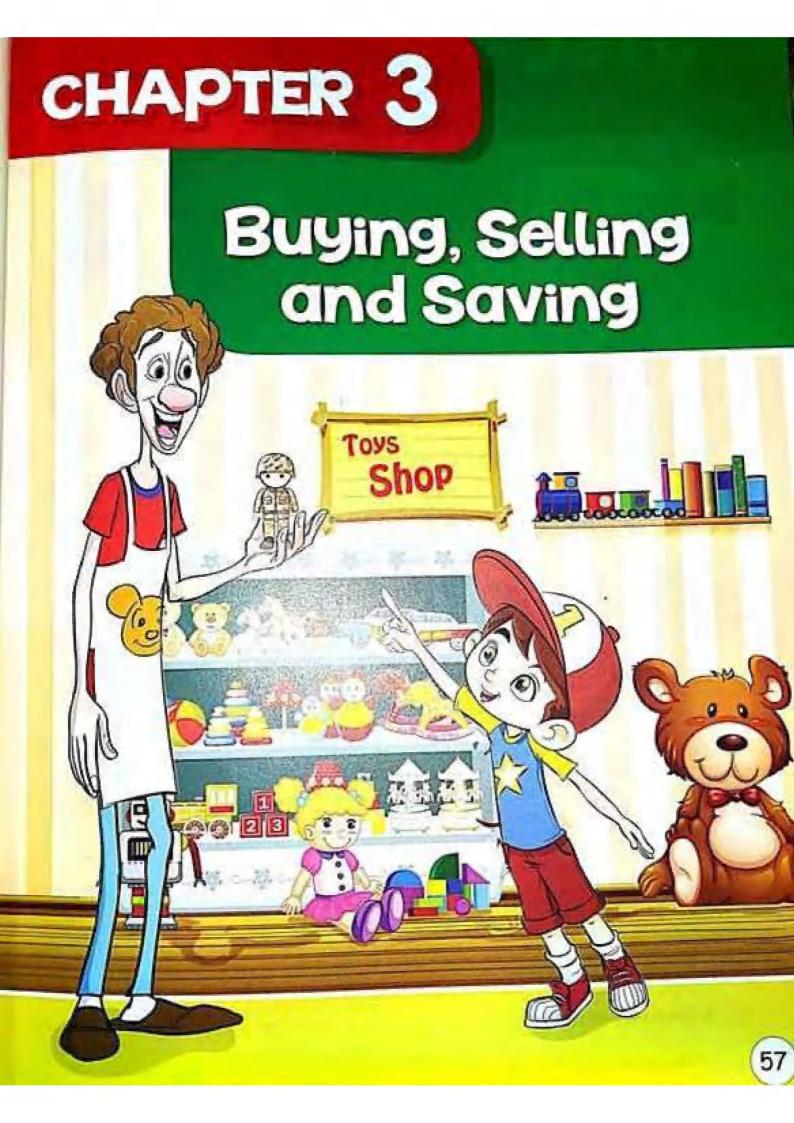
Cargo

#### Tourist

ourist

Let your child read and trace each word and then write it twice by him/herself.





# DISCOVER Time

# Personal Hygiene



Activity 2 Color the pictures and trace the words.



- With your child, discuss other examples of personal hygiene.
- Integration of subjects : Science (personal hygiene) English (writing words)
- Life skills: Observing Collecting and recording data.





With your child, discuss different tools used for personal hygiene.

 Say the names of different tools and let your child repeat them while using them for his/her personal hygiene.

Integration of subjects: Science (personal hygiene) - English (speaking).

Life skills: Observing - Realize relationships.

### Conserve Water





# sing the song

Conserve water every day, every day, every day. Conserve water every day, please do not waste it.

Turn it off when not in use, not in use, not in use. Turn it off when not in use, please do not waste it.

Tell adults about a leak, about a leak, about a leak. Tell adults about a leak, please do not waste it.

Shorter showers save water, save water, save water. Shorter showers save water, please do not waste it.

Conserve water every day, every day, every day. Conserve water every day, please do not waste it.



- Encourage your child to identify other ways of conserving water.
- Integration of subjects : Art (singing) Science (conserve water). · Life skills : Problem solving - Reading.

# LEARN Time A resourse is a material used to reach a goal.





## DISCOVER Time

# My healthy dinner



 Color the foods that the confused chef should choose make a healthy meal.



- With your child, discuss different kinds of healthy and unhealthy foods. Integration of subjects: -Science (differentiation between healthy and unhealthy following pictures)

  - Art (coloring pictures)
- Life skills: Differentiating Observing.

### LEARN Time

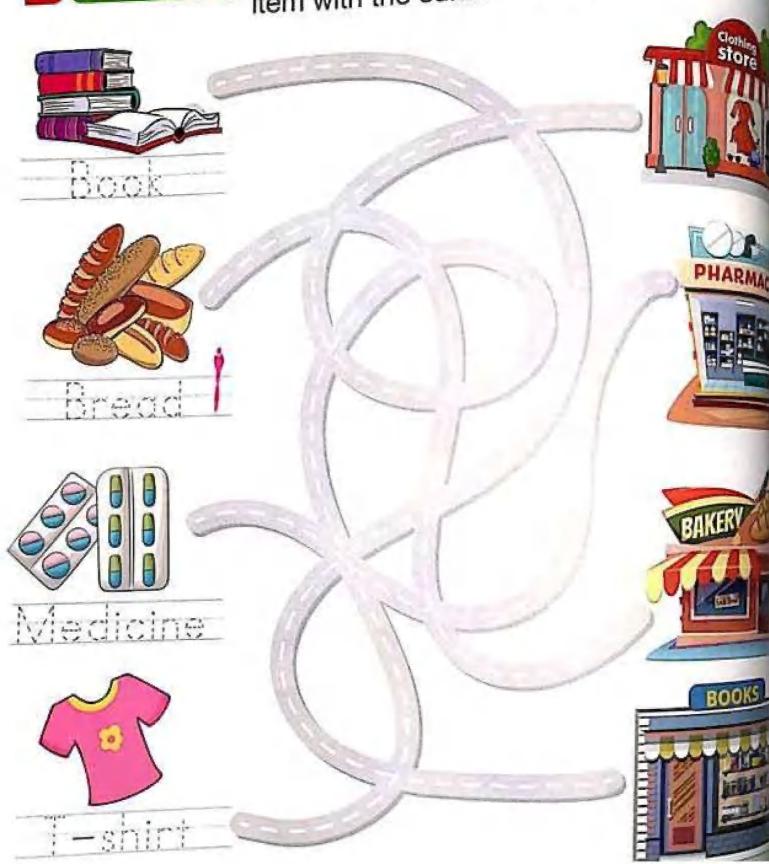
- Food is a resource we use to stay healthy.
- All food can give us energy, but not all food is good for our bodies.



# Going shopping



Activity Trace the words below and then match eat item with the suitable store.





#### Activity Color the good behavior at stores in and Color the bad behavior in ......









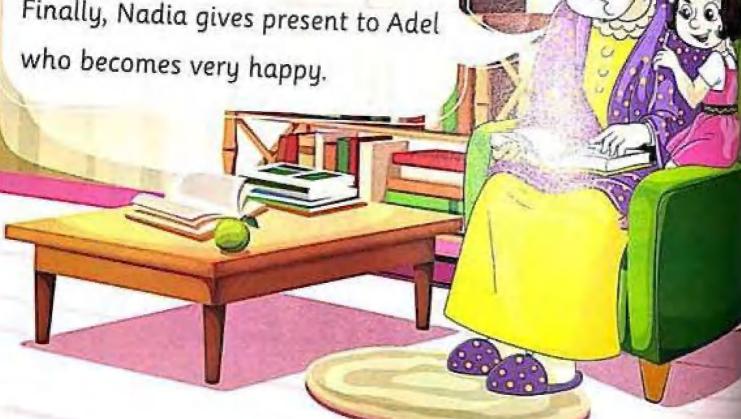


- With your child, discuss the appropriate behavior for shopping.
- Integration of subjects: Art (using colors) Social studies (behavior at stores).
- Life skills: Following rules Respect others.

### Shopping for Nadia

Read the following story then, circle the characters with \ and the setting with

Nadia is a good girl. She loves her brother, Adel very much s thinks how to make her brother, Adel happy on his birthday, she asks for the help of her friend, Mona. Mona helps Nadia to choose good presents. First, they go to a book store. After that, they go to a clothes store. By the end of the day, Nadia and her family celebrate Adel's birthday at their home. Finally, Nadia gives present to Adel

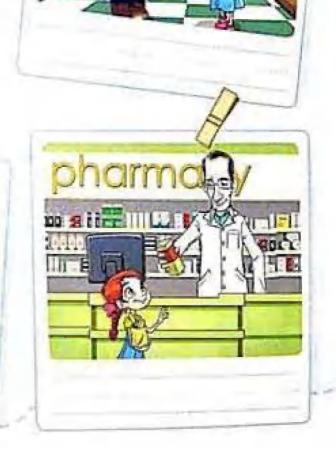




Read the following story then order the pictures that represent the events of the story writing the ordinal number terms in the suitable place.

Nadia was a very helpful child. Her mother gave her a grocery list and some money and asked her to buy some goods. First, Nadia went to the bakery to buy some bread. After that, she went to the grocery store to buy honey. Next, she went to the pharmacy to buy medicine. Finally, she arrived home and her mother was happy as Nadia helped her.





### Let's go Siles



Activity 2 Complete the sentences below using the following pictures. following pictures.

T-shi



I will buy ......, it costs 50 LE.

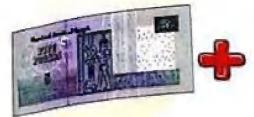
Book

- I will buy honey, it costs ......
- I will buy Bread and medicine. I need ......pounds to buy these goods.
- buy these goods.
  - Encourage your child to identify different prices of different goods.

  - Integration of subjects : Math (Adding) Economics (saving money). Life skills : Decision-making - Problem solving.







































- With your child, discuss the importance of money and the difference in shape and value of (1 LE - 5 LE - 10 LE ...., etc.).
- Integration of subjects : Math (adding) Economics (saving money).
- Life skills: Creativity Observing.

### Practice Shopping

Activity Help Shady to buy some goods by using the following sentences to complete the conversal between Shady and the shop assistant.

(Good morning, can I help you? - How much does it cost?

I am looking for honey).

Shady: Good morning.

Shop assistant:

Shady: .....

Shop assistant : Of course. Let me show you where it is:

Shady: .....?

Shop assistant: It costs 15 pounds.

Shady : Here is 15 pounds. thank you.

Shop assistant : You are welcome.



#### Time



Money is a resource we use to buy the goods we need and want.

We should act in a good way at stores.





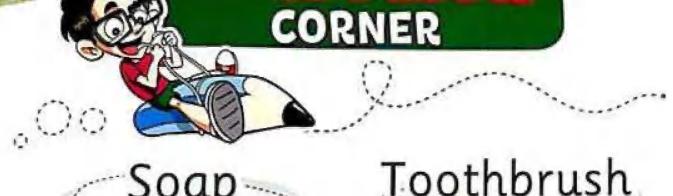
Any story consists of characters, setting and events.

#### Project " Writing our script "

Laila's mother asked Laila to buy bread from the bakery shop and honey from the grocery shop.



#### Laila arrives of the bakery shop





Toothbrush

Toothpaste

Toothpaste

Shampoo

Shampoo

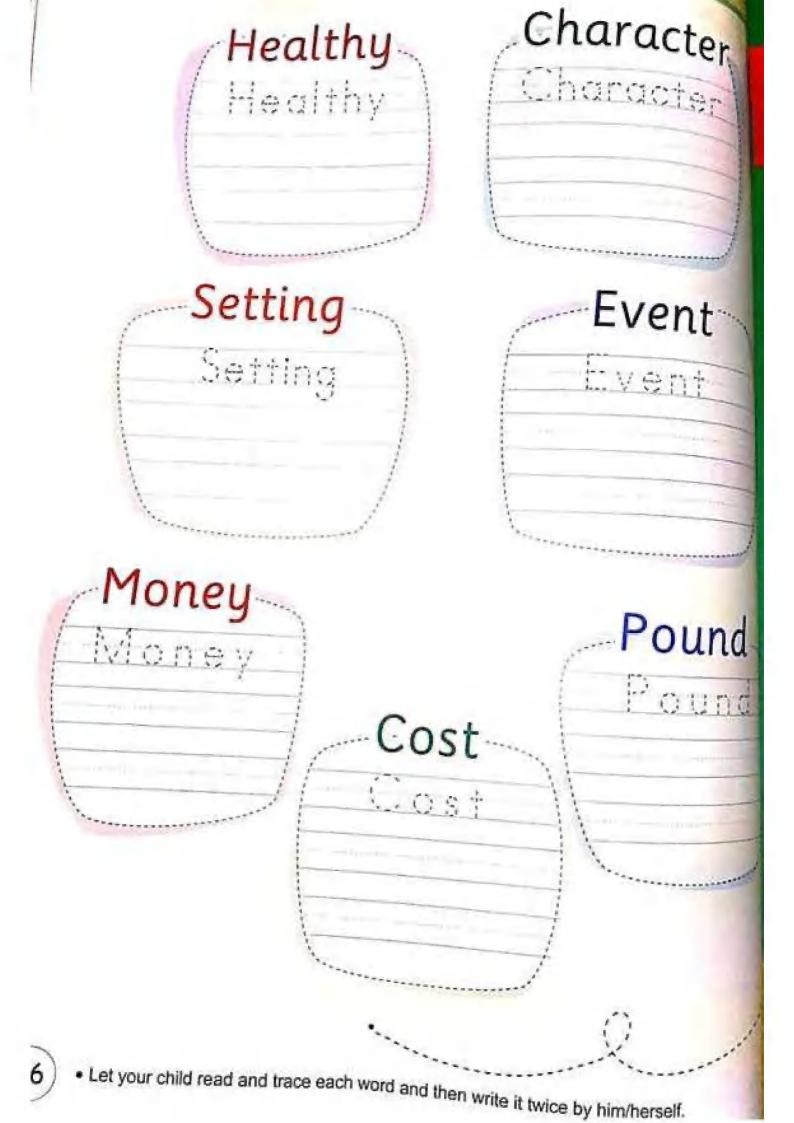
Towel

OWe

Comb

Comb

Let your child read and trace each word and then write it twice by him/herself.



# Objectives of THEME

#### CHAPTER 1

#### Storytelling

- By the end of this chapter, your child will be able to :
  - Discover the important elements of storytelling.
  - Discover how to improve a story by engaging the five senses to make it enjoyable.
  - Learn the structure of a story including the beginning, the middle and the end.
  - Learn about the story setting and the main character of a story.
  - Recognize the importance of illustrations and details of a story.
  - Share a story about one of his weekend vacations.

# CHAPTER 2 Communicating with N

- By the end of this chapter, your child
  - Discover the importance of number
    world.
  - Discover how to create a survey.
  - Identify the information that can be by numbers.
  - Learn about past and present technology
     support communication with number
- Use strategies to time one minute.
- Learn how to create a schedule for a a plan including time and events.
- Share his/her knowledge about number math stories to communicate informath himself and the environment to them.

#### CHAPTER 3

#### Communicating with Art

- By the end of this chapter, your child will be able to :
  - · Express themselves through art.
  - · Identify how music helps to tell a story.
  - Use drama to review learning.
  - · Explore different art forms.
  - Identify different materials used to create sculptures.
  - Create a mask from natural materials from the surroundings and how to use to role story

# CHAPTER ]

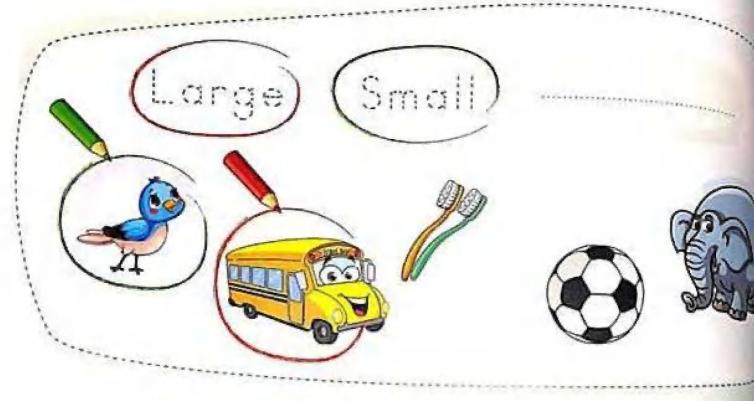




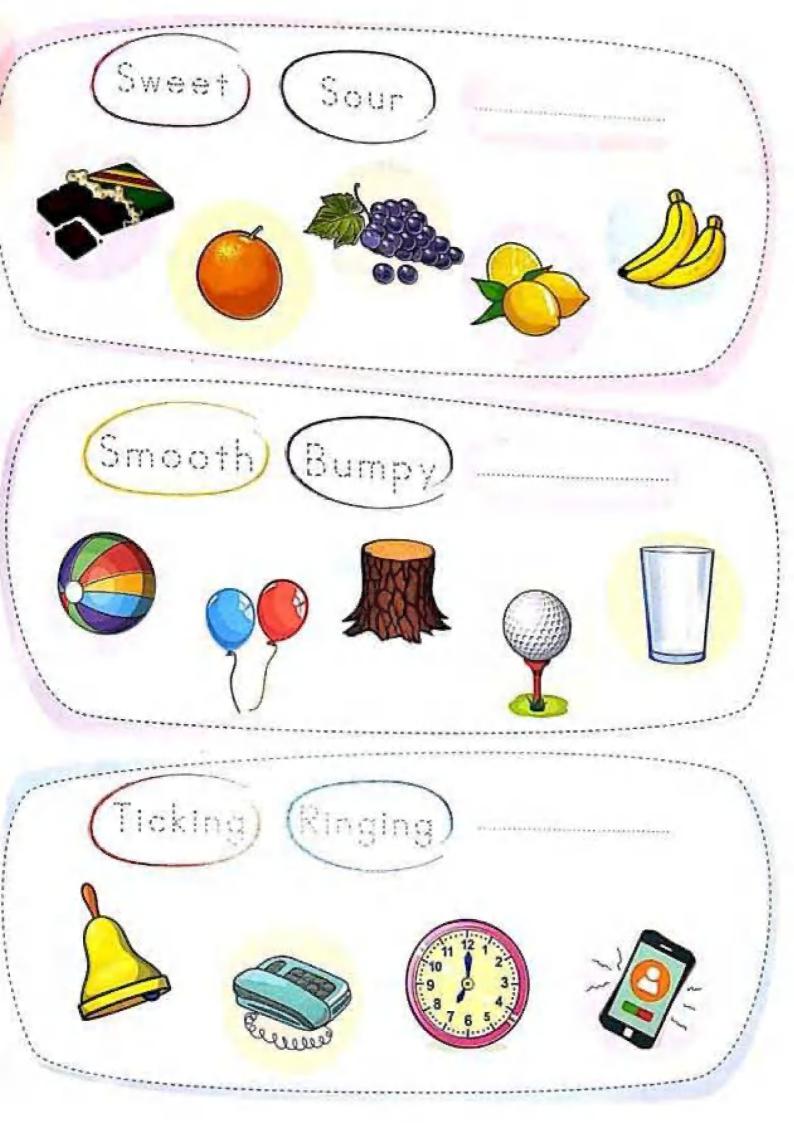
# DISC VER Time

### Describing things

Activity Trace the words then sort the items by using colors and write the sense that you have us







# Illustrations of a Story

Activity Read the story and match the pictures with suitable part of the story.

Ramy read a book at school about plants and their important role in the environment.

Ramy asked his mom if he could plant a tree in the home garden. His mom said it would be fun to care about it and watch it grow.

First, Ramy brought a shovel and some seeds. Then he dug a hole in the ground and he put a seed then refilled the hole with soil.

> Ramy watered the soil every day.

After a week Ramy saw his plant starting to grow. Ramy was very happy.











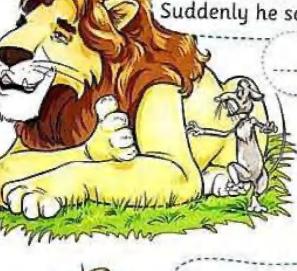
## Sequence of a Story

Activity

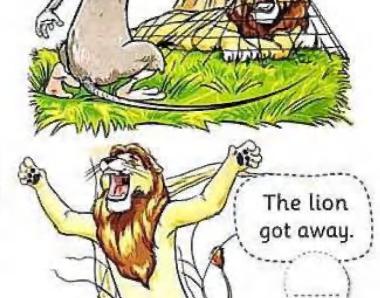
Read and then arrange the events of the story by writing numbers.

One day, a mouse was walking in the jungle.
Suddenly he saw a lion.

Later the mouse `saw the lion in a net.

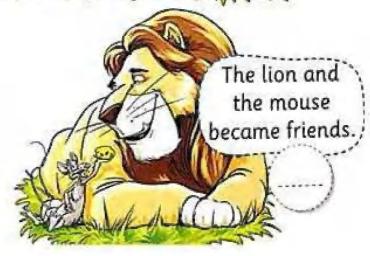


The mouse was frightened but the lion let him go.

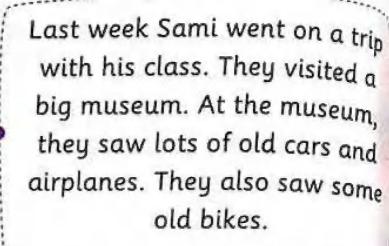


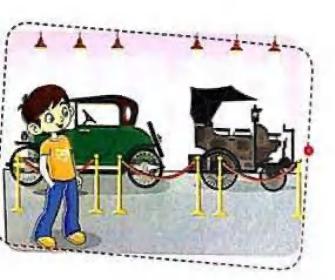


The mouse bit the net.









Last week, Karim and his friends had a picnic in the park. It was cold and windy. The wind blew off Karim's new hat. They all laughed.



Yesterday, Maha was having a birthday party. A lot of Maha's friends came to the party. There were balloons everywhere. Maha was wearing new clothes. All her friends were wearing colorful clothes too.

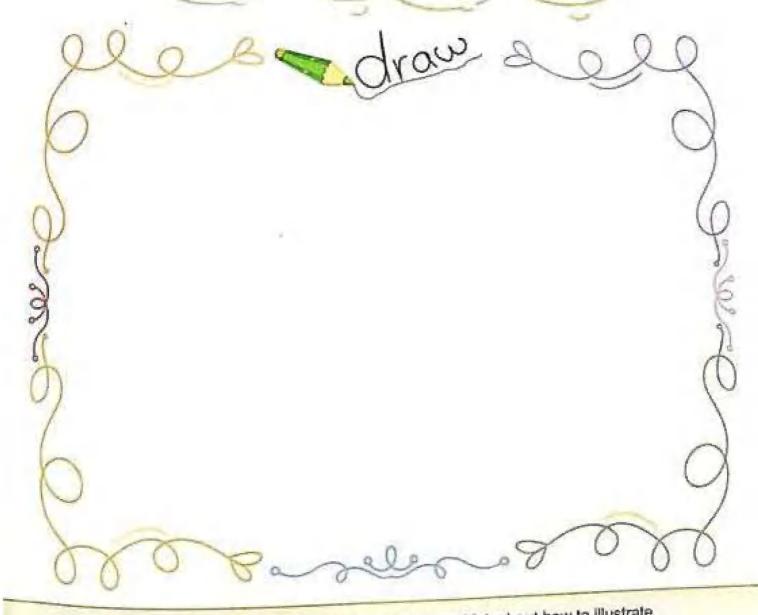
### parts of a Story



Activity 2 Draw and color a picture for the following story setting.

#### A glass of milk

A young boy was living in a house surrounded by farms at the edge of the country. His house was far from the school that was at the other side of the river. He was crossing the river daily in a small boat and then walked to the school.



With your child, discuss the story setting and let him/her think about how to illustrate it in a picture.

Help your child to use his/her senses to discover the surrounding.

Integration of subjects: English (reading) - Art (drawing - coloring) - Science (using senses).

Life skills: Observing - Determining goals.



Draw and color two pictures to illustrate the following events of the story (A glass of mile

One day, after leaving school the boy walked to the river. Then he waited by the river for a long time but the boat was not there. He felt very hungry and weak He decided to ask for food at a house. He knocked on a door and a young girl opened the door. After a long hesitation, he asked the girl for a glass of water.

Help your child to use his/her senses to discover the surrounding.

With your child, discuss the events of the story and let him/her think about how to these events in pictures.

The young girl understood the situation and offered him a large glass of milk. With a thankful look the boy drank the milk very slowly.

"How much do I owe you for this milk?" he asked her.
The girl replied, "I do not want any money for this."
The boy thanked the girl from the bottom of his heart
and left the place.



Activity of Draw and color a picture to illustrate the end of the story (A glass of milk).

Years later, the girl became a grown woman when she felt ill and could not find anyone who could cure her. Finally, she wen to a large hospital with the city greatest doctor. The doctor spent months treating the woman until she finally got better. The woman was happy but was also afraid that she could not pay the bill. When she was given the bill, she opened it and read, "Paid in full for a glass of milk".



With your child, discuss the end of the story and let him/her think about how to illustrate it in a picture.

Help your child to use his/her senses to discover the surrounding.

Integration of subjects: English (reading) - Art (drawing - coloring) - Science (using senses).

Life skills: Observing - Determining goals.



Read the story then write the senses used in each part of the story in front of them.

#### Sight





#### Smell





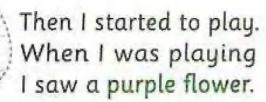








That weekend, I went to the park. When I arrived, I ate my breakfast. The breakfast was delicious.

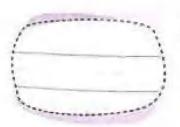






The flower was soft and had a good smell.





Afternoon I was resting under a tree. I heard a bird singing. The bird sang in a beautiful voice. It was a nice day. I returned home before the sunset.





Read the story and circle the names of the main characters, and then complete the sentences

One hot day, an ant was searching for some water. After walking around for some time, the ant saw a shiny spring.

To reach the spring, the ant climbed up a smooth thin leaf of grass.

While the ant was climbing she slipped and fell into the water.

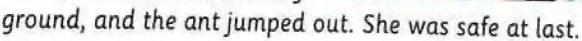
- · The ant saw
- · The ant touched

While a dove was flying she smelled some fresh fruits on a nearby tree. The dove came down to eat.

While the dove was enjoying the taste of fruits, she saw the ant.

The dove quickly cut a leaf and dropped it onto the water near the ant.

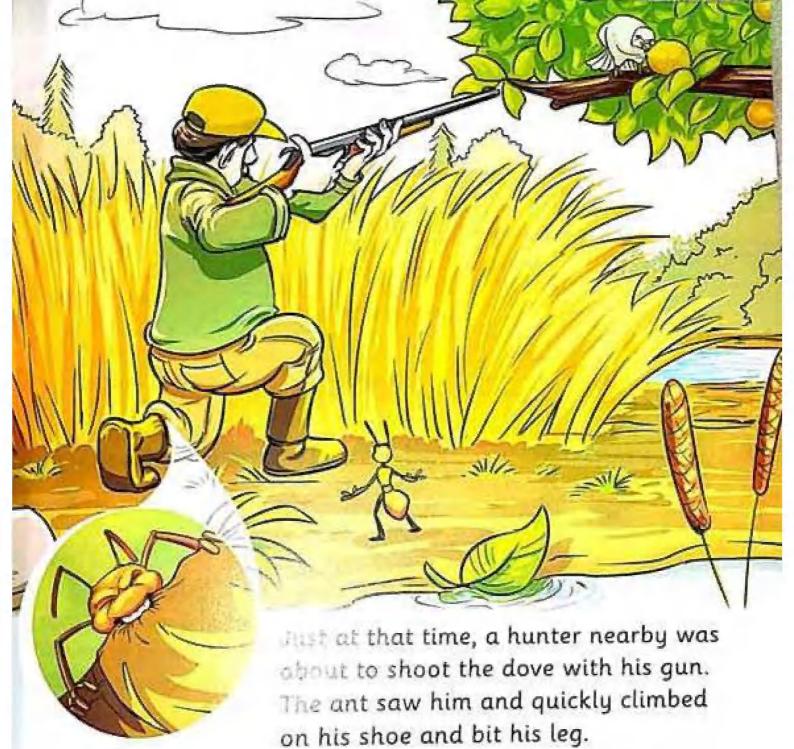
The ant moved towards the leaf and climbed up onto it. Soon, the leaf drifted to dry



#### The dove smelled

The dove ate





Feeling the pain, the hunter shouted and dropped his gun. The dove heard the sound and quickly flew away to safety.

#### · The hunter felt

#### The dove heard

Think about the story and suggest an appropriate title to the story.

· Story title:

Ask your child to read the story and complete the sentences.

Integration of subjects: English (reading - writing) - Science (five senses).

Life skills: Observing - Imagination - Reading.

#### \_\_LEARN\_\_ Time



#### A story has 3 main parts :

We tell stories to communicate with other people and transfer our experiences with the world to them.

#### Setting :

A story starts with a setting which describes where the story takes place.



# The main character or characters:

The character that the story is talking about.

#### Middle

#### Senses:

Engaging senses and feelings in the story makes it better, it helps us to imagine what happens as if we were there.



End

#### **Events:**

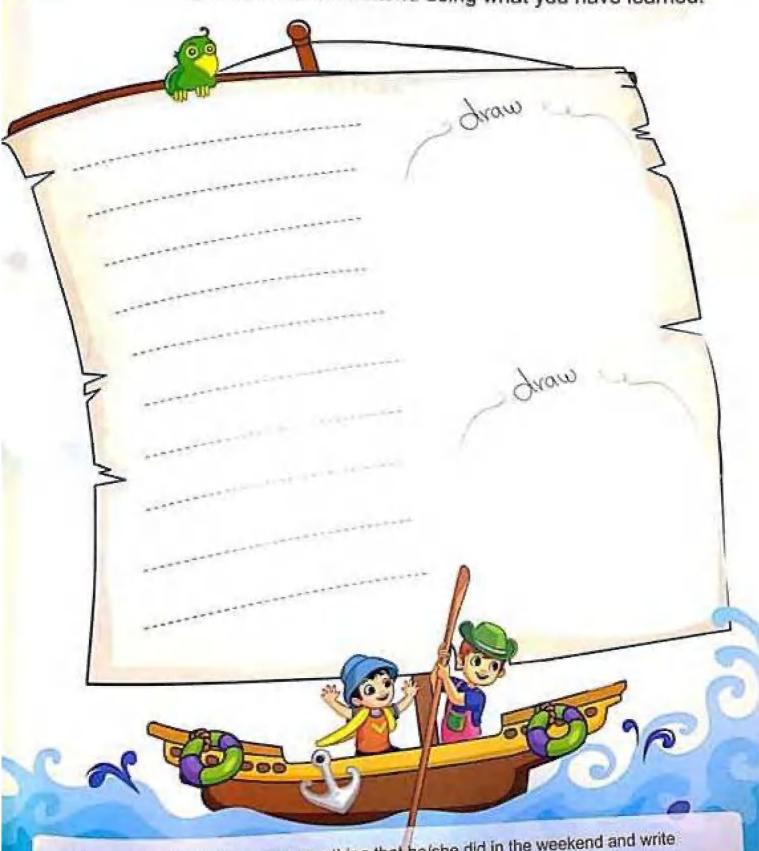
The sequence of things that happened in the story in the correct order.



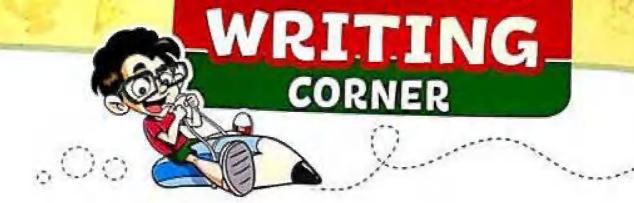
# SHARE



Project Write a story with illustrations (Drawings) about what you did in the weekend using what you have learned.



 Ask your child to think about one thing that he/she did in the weekend and write a story about it with drawings using what he has learned in this chapter.



#### Communicate

Communicate

#### Order

Order

## Story

Story

#### Small

Small

#### Large

Large

#### Fresh

Fresh

## Stinky

Stinky

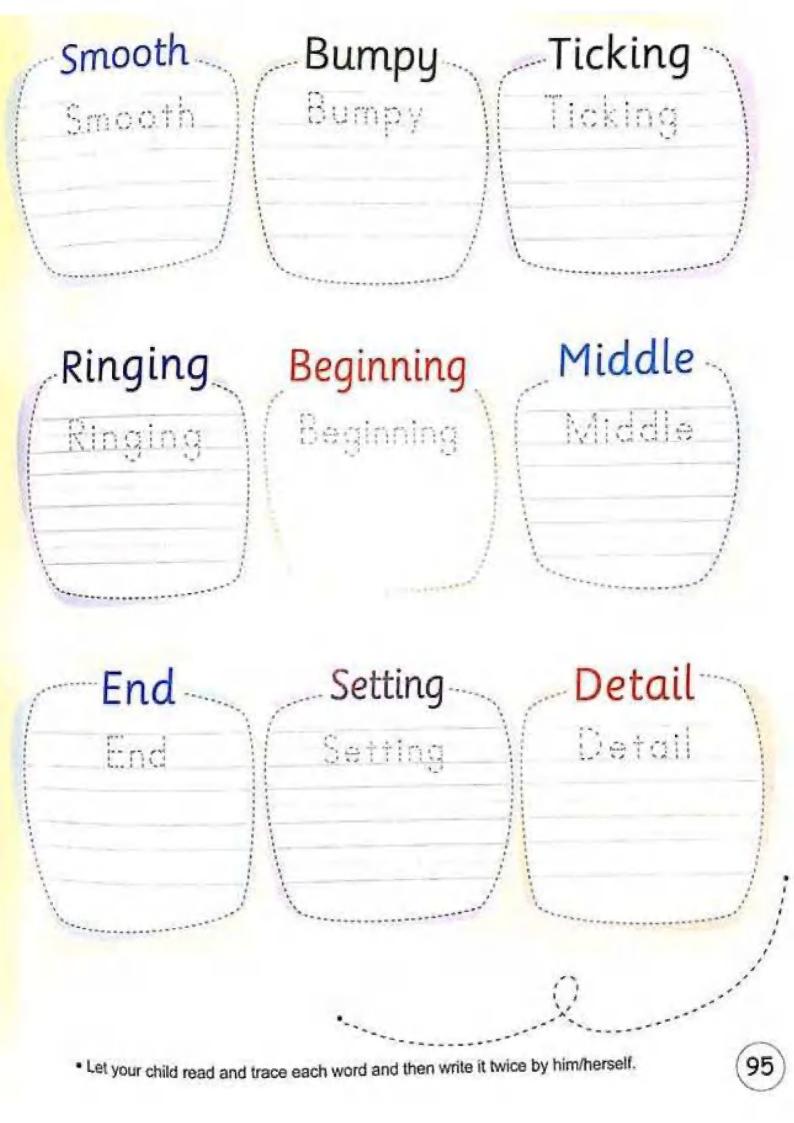
#### Sweet

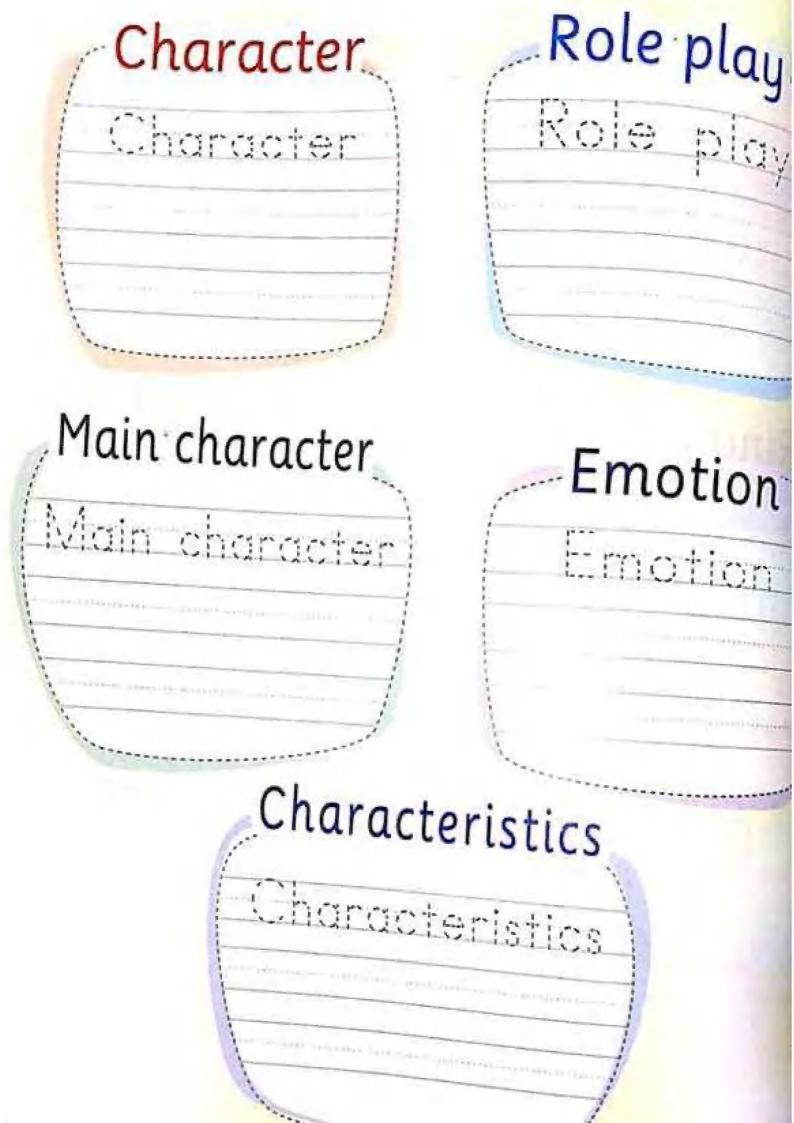
Sweet

#### Sour

Sour

Let your child read and trace each word and then write it twice by him/herself.

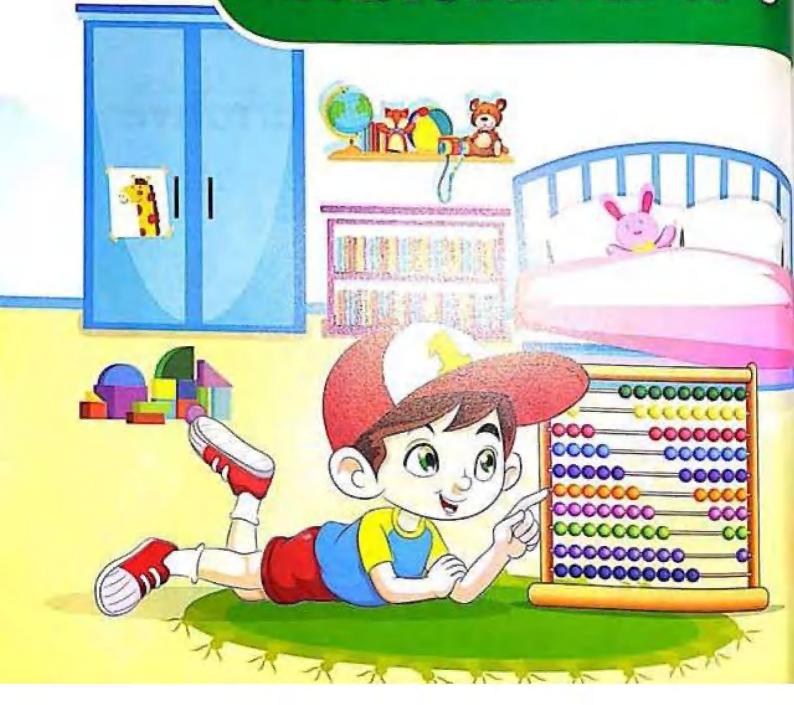






# CHAPTER 2

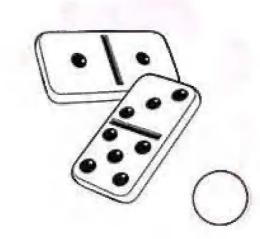
# Communicating with Numbers



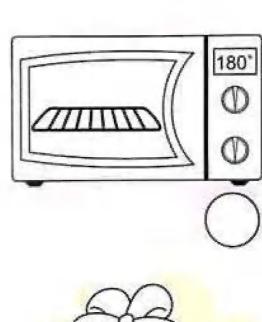
# Numbers in Our World

Activity Check on the items related to the numbers communication and color these pictures.













- With your child, discuss the time of activities that he/she does daily like: "He/she wakes up early at 7:00 am ....etc".
- Integration of subjects: Math (telling time to the hour on analog clock) Social studies (daily routine) – English (writing words) – Art (coloring).
- Life skills: Observing Communicating.

with the suitable numbers.

2 kg

100 L.E

37°C

7:00

14 A

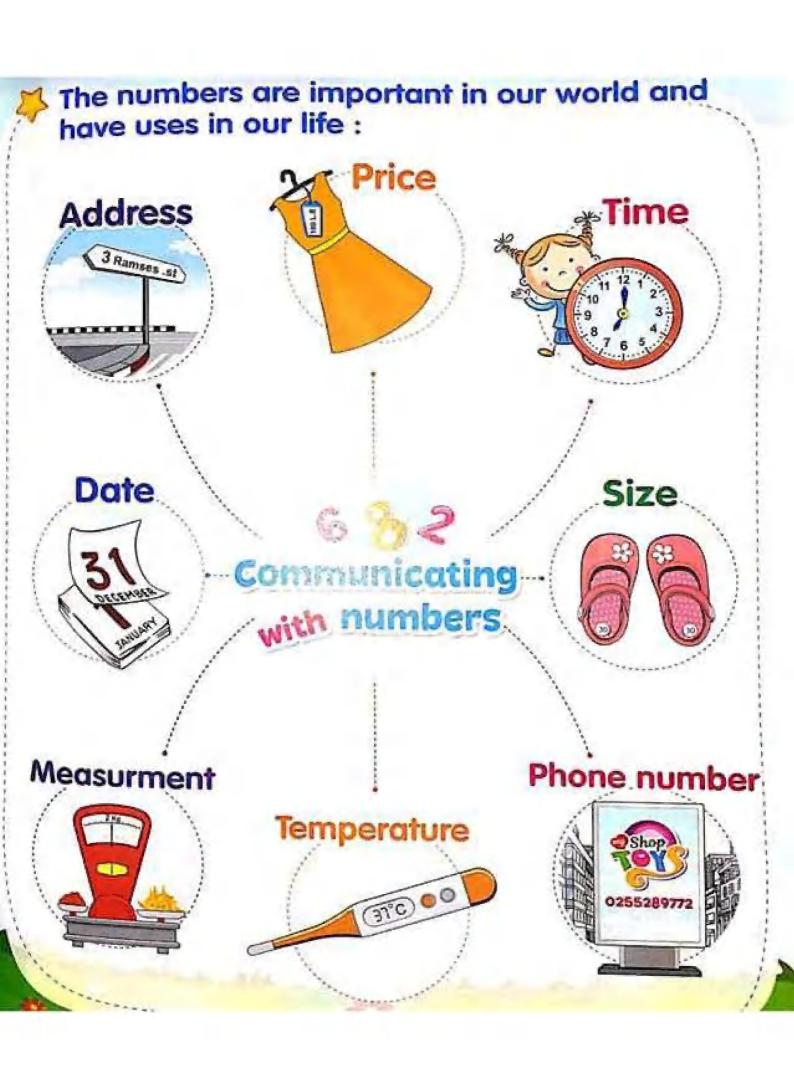
30







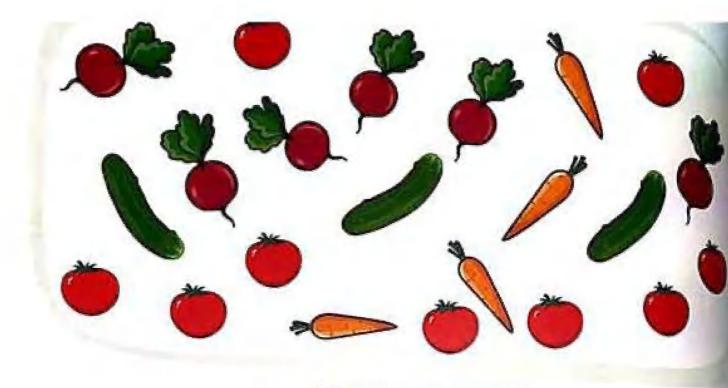


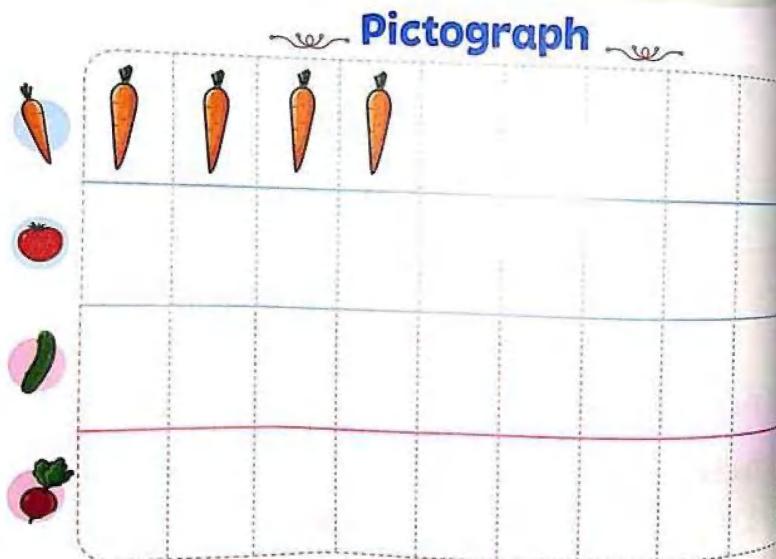




- Number of students like chocolate
  - =
- Number of students like cookies ( )
- Number of students like candy = .....
- The teacher will buy two kinds only. What should the teacher buy?

Less than More than Bar graph Tallness





Color the space in the bar graph to show how many of each animal is found in the pictograph. Pictograph ~w 學學學學 @ @ @ @ @ @ Bar graph 🦠 8 7 6 5 43 2



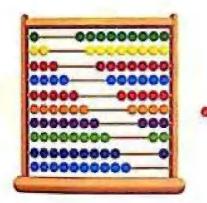
## Activity Match each picture with the suitable information.



Egyptians used the abacus about 4000 years ago. The abacus is also called a counting frame.



It is an adding machine.



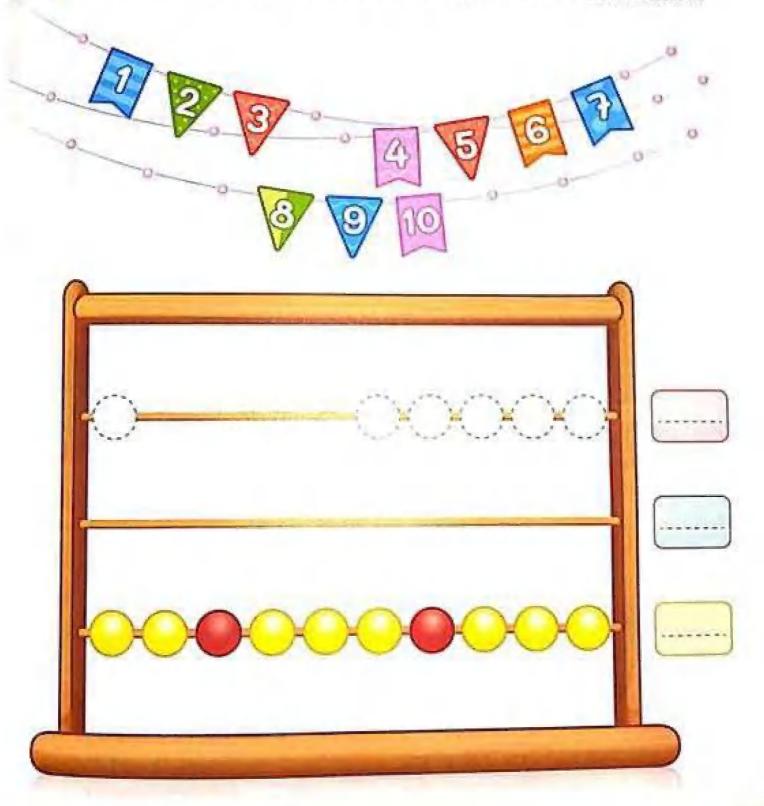
It is a modern device used to add and subtract the number.



Pascal's calculator was invented over 300 years ago. It adds and subtracts two numbers. It uses repeated addition and subtraction.



- Color the first row of beads in red, then write their number.
- Draw 9 beads in the second row, then color them in green.
- Count the yellow beads in the third row, then write their number.

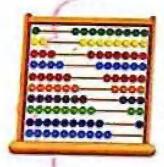


- Encourage your child to use (practice) the abacus in math operations.
- Integration of subjects: Math (counting numbers) Science (using technology "Abacus") – Art (drawing - coloring).
- Life skills: Observing Communicating Applying knowledge.

#### Time

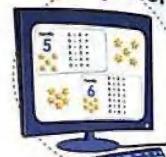


We use the technology to communicate with numbers:



Egyptians used
the **abacus** about 4000
years ago. The abacus is also
called a counting frame.

#### Computer

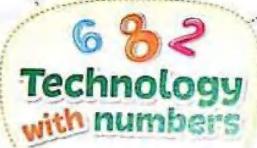






The adding machine

refers to cash registers in markets.







The pascal's calculator

was invented over 300 years ago. It adds and subtracts two numbers. It uses repeated addition and subtraction.



Modern calculator

is used to add and subtract numbers.



# DISCOVERTIME



#### Math Stories



Activity 2 Draw and complete the missing information.



story:

Sameh has 4 cats and his sister has 2 dogs. How many pets do they have?





















Activity 2 Draw and complete the math sentence under the story:

#### Big fish story:

Ramy has 6 big fishes. Rania takes 3 fishes from him. How many fishes does Ramy have?















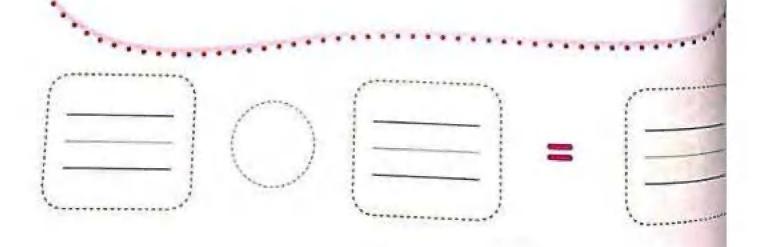
- Let your child draw and write the related subtraction sentencea and then ask him/her to find the result.
- Integration of subjects: Math (counting numbers by subtraction) Art (drawing).
- Life skills: Counting Observing Communicating.



Draw the math story below and then write the math sentence of the story.

#### Mariem story:

Mariem bumps with her toy box. 1 toy falls onto the floor, but 3 toys stay in the box. How many toys does Mariem have?

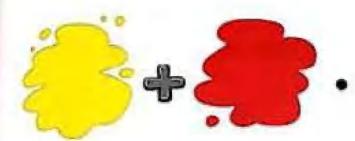


- Help your child to draw the above story and then write the math sentence related.
- Integration of subjects: Math (counting numbers by addition or subtraction) –
   Art (drawing).
- Life skills: Counting Observing Communicating.

#### Math Painting

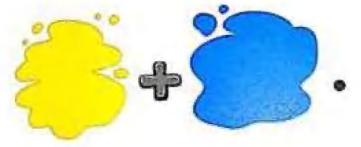


Activity Match each mixing colors with the suitable color.



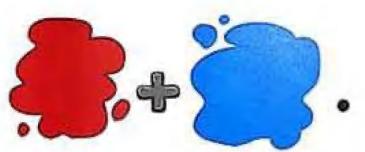












Red

Blue



Purple



Green

With your child, discuss the primary colors and the colors that can be made from mixing these colors.

Integration of subjects: Art (identifying colors) – English (reading).

Life skills: Identifying colors – Discovering.



Activity Read the story, then write a title of it. After that, draw and write the math sentence that goes with your math story and then color.

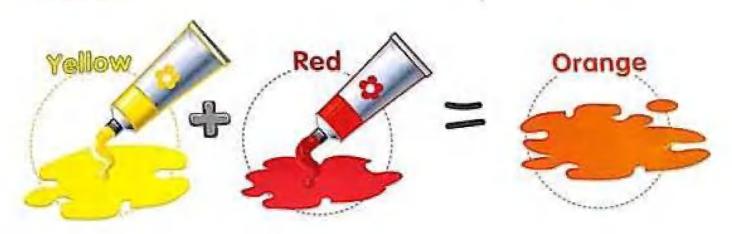
Kareem buys oranges from the supermarket. He is going to home. 3 oranges fall out on the ground and 5 remain in the basket of the bicycle. How many oranges does Kareem buy?

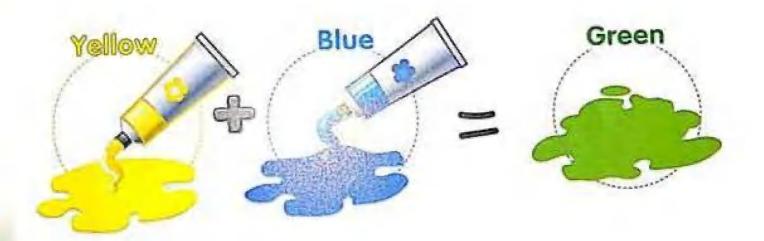
# Title of the story:



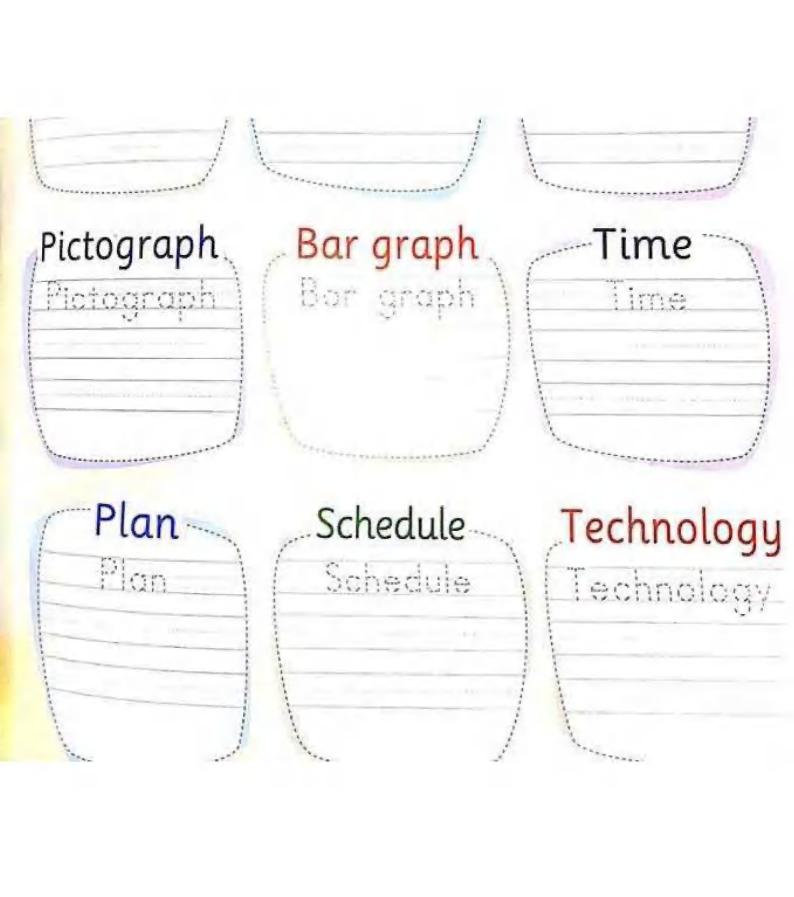
# LEARN Time

We can make other colors by mixing the primary colors:

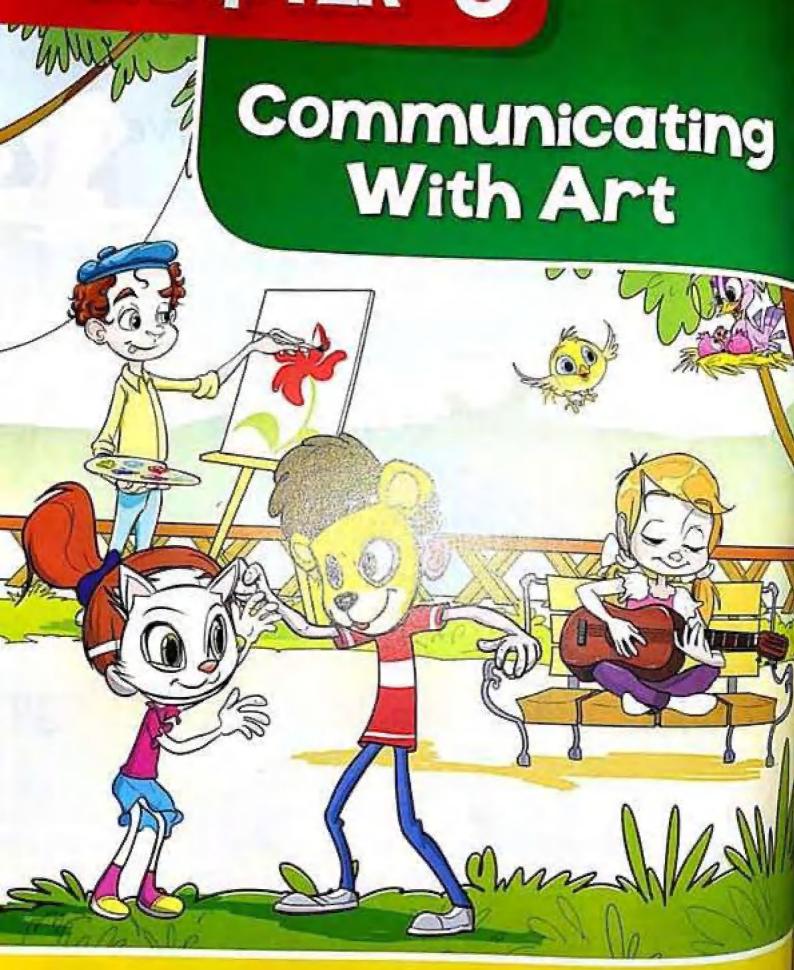




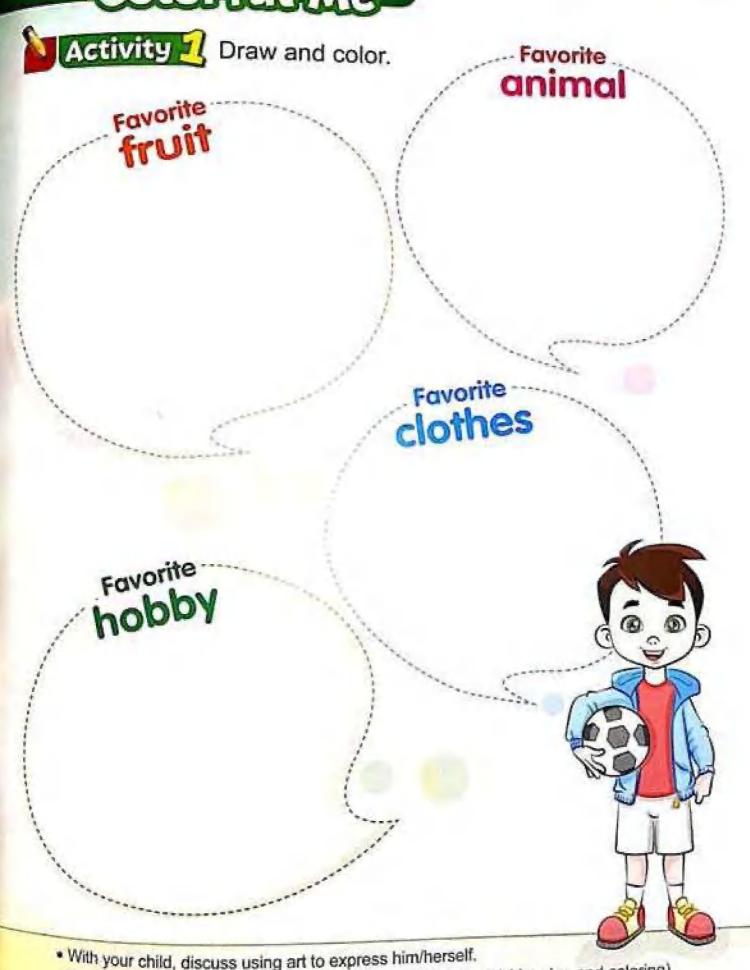




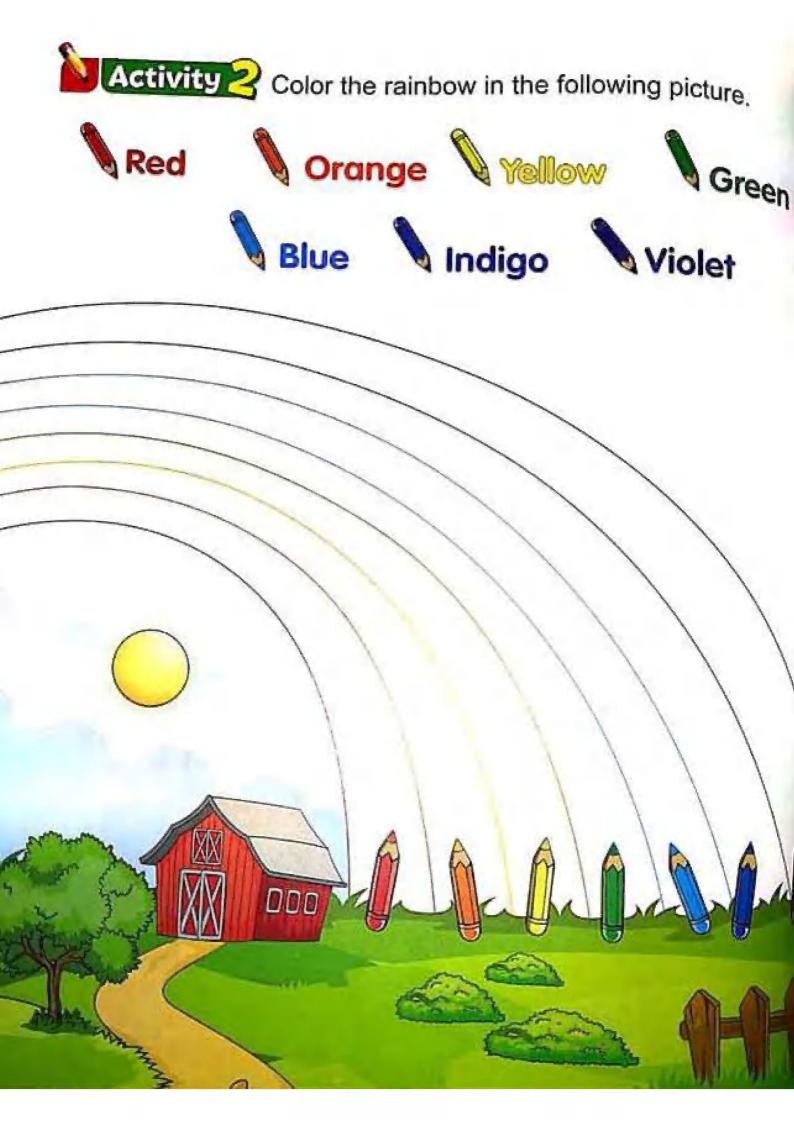


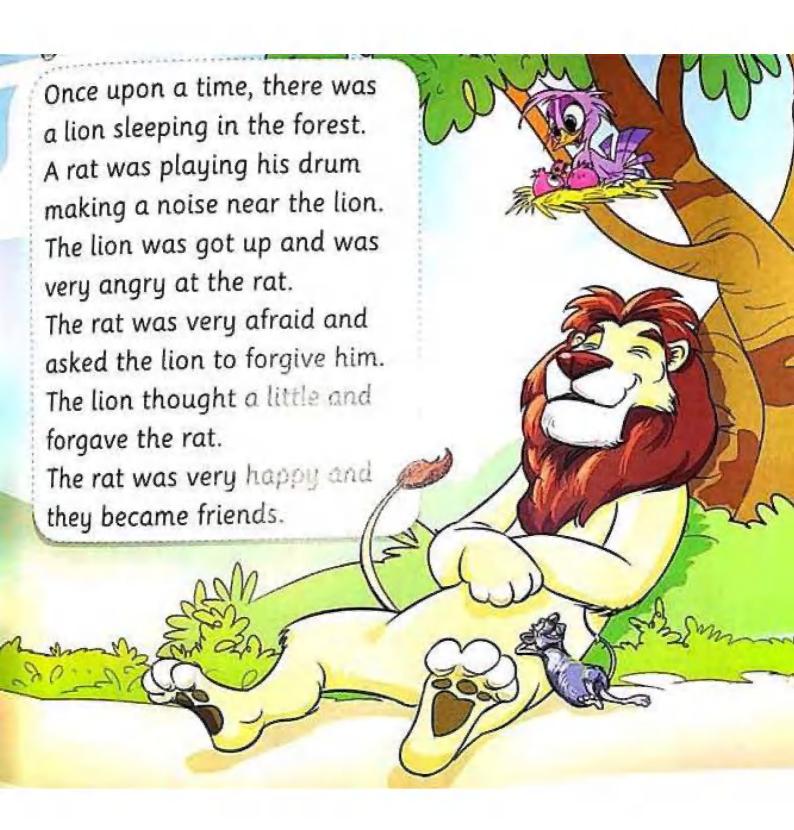


# Colorful Me



- With your child, discuss using art to express him/herself.
- Integration of subjects: English (read some words) Art (drawing and coloring).
- Life skills: Self expression Exchange information.





# Art Show

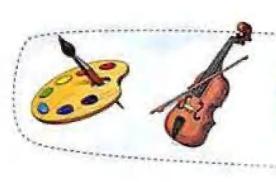


Activity Match each person with the suitable tool.





















- · With your child, discuss the tools used in each art.
- Integration of subjects: Art (tool of different arts) Social studies (professions).
- · Life skills : Recognizing relationships Observing.

## If I Were an Artist



Complete the word under each picture, using the following word :

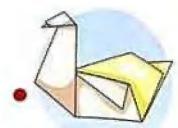
Photographer Actor Dancer Musician **Painter** Sculptor S

If I were an artist, I would be

## Sculptures

Activity Trace the words below and then match each sculpture with the suitable material.

Metal .



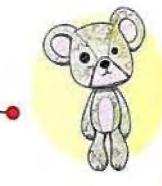
Fabric



Paper



Wood .



Plastic .



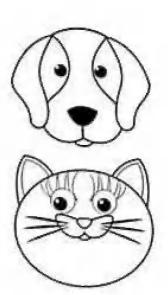
- With your child, discuss different materials used to create sculptures.
- Integration of subjects : English (writing words) Science (materials) Art (sculptures)
- · Life skills : Realize relationships Differentiation.

## Mask Pattern



Activity

Color the masks of the dog and the cat (a separate gift with the book) and then cut them out to use them in the activity on page 132.





# Our Script



Role - play the following script with one of your members using the masks of the dog and the

## The dog meets the cat in the garden



: Good morning.



(P.) : Good morning. .



🥞 : Why are you looking so sad ?



(P) : Because there is a big rock in front of my house door and I cannot move it.



: It is a very bad thing, but I can help you if you want.



: It will be a very good thing. Thanks for offering help

#### The Dog and the cat go to the conhouse.



: It is a very big rock,

but we can move it together.

#### The Dog and the cat move the rock.



: Thank you for your help.



: It is my pleasure.

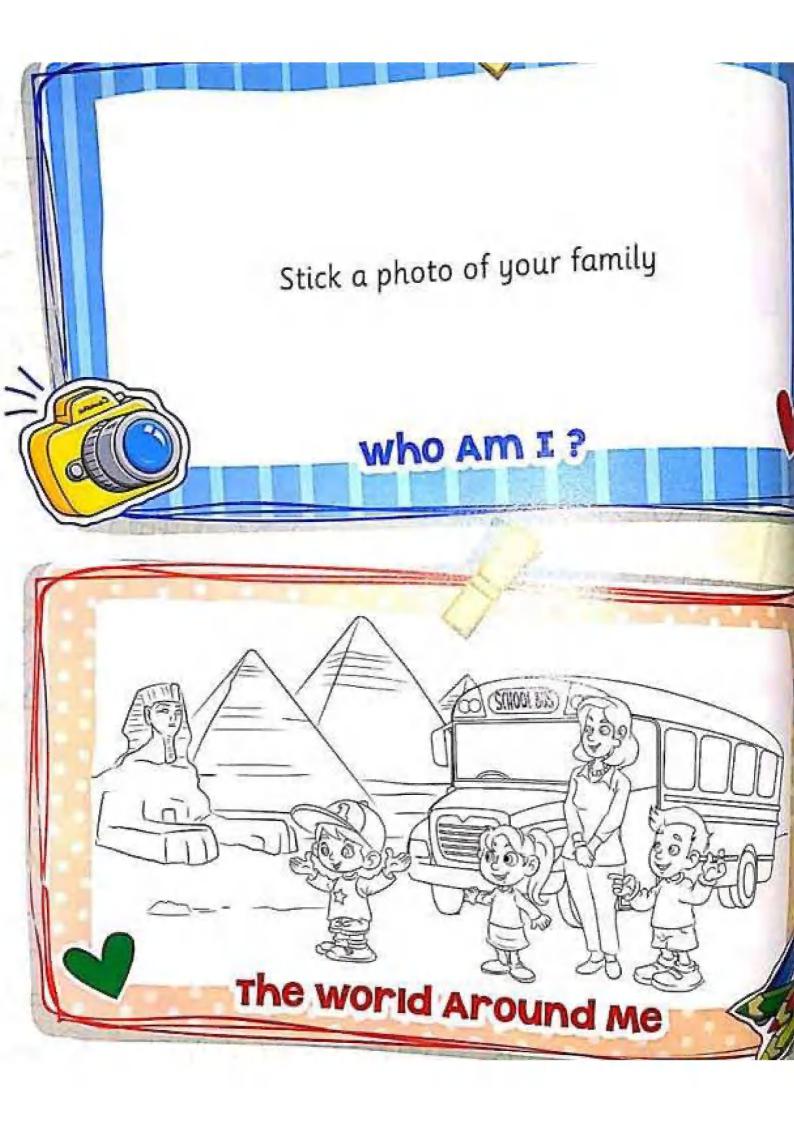


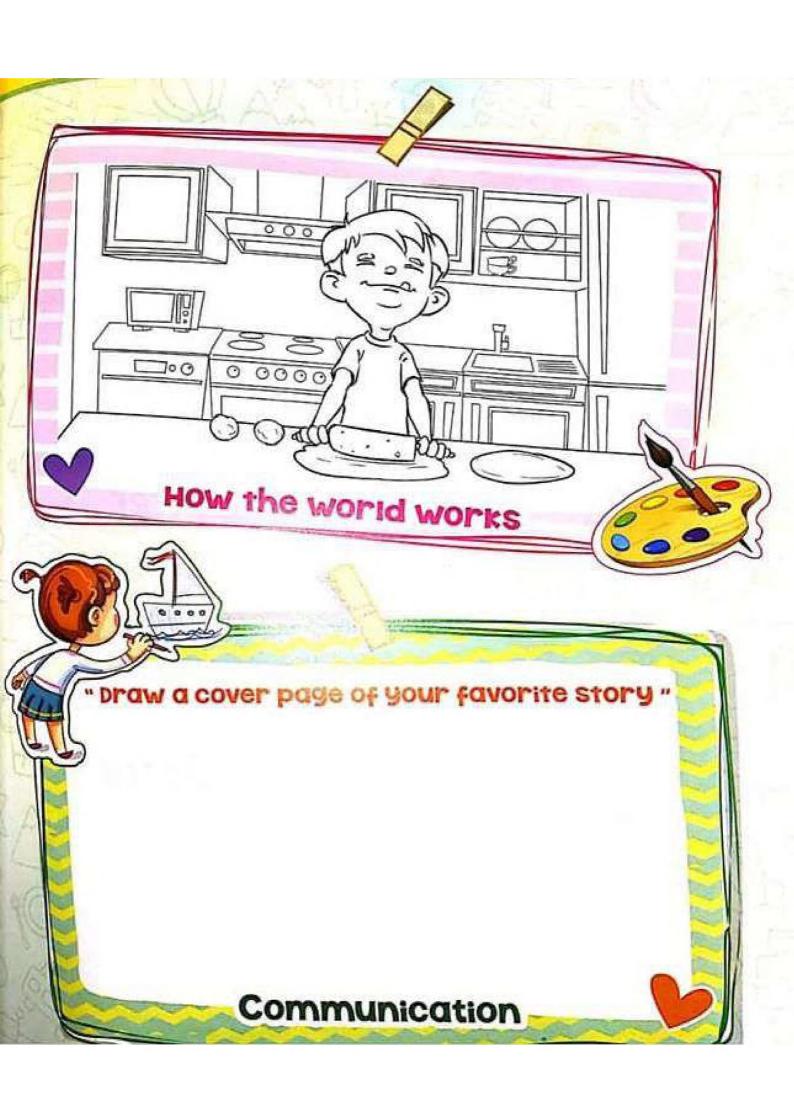
### Time

There are different types of arts like: drawing, music, writing and acting etc ...













Photograph

Drama

Drama

# Painting

Painting

Painter

Painter

# Sculpture

Sculpture

Sculptor

Sculpton



# Metal Plastic Mask Wood Wood